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EDITOR'S TABLE.

WHILE the primary object of the University is instruction, there are several reasons why original research is of more than incidental importance to its prosperity. The mastery of his subject, which is characteristic of the man who advances the knowledge of it, is an essential of a good teacher. The belief in this truth is so general that the teacher who is known as a discoverer will more successfully attract students to his classes than he who is not so known. But, apart from this, the general reputation of a school before the public is more surely affected by the research work that issues from its faculty, than the managing bodies of some of them seem willing to admit. As an advertisement, successful original work is incomparable. It serves this purpose in quarters where the detailed work of the university is of necessity unknown. We know how it is with our estimate of institutions of foreign lands; we know them by the work of their professors in original research. We believe that those universities which permit of the production of original work by those of its professors who have proven themselves competent for it, are wise above those who do not do so. Those who load such men with teaching, so as to forbid such work, reduce their prosperity. We regret to learn that a tendency to the latter course is increasingly evident in some of our great schools. Who, in the chemical world, does not think the more highly of Harvard, on account of the work of a Gibbs; how much better is Brown known through the work of a Packard, and so on? Chicago, Pennsylvania and Cornell profit greatly in various fields by the work turned out by certain members of their faculties. Who does not know Columbia, Princeton and Johns Hopkins as the seat of the labors of men whose names are familiar to every American? Yet, in a few of these institutions, the prosperity brought by these very men is becoming the means of choking their vitality of these their life centers, by the increase of drudgery which it brings. The managers will be wise to preserve for these men sufficient leisure to enable them to advance the frontiers of the known, and thus to obtain juster views of things as they are, and to bring us ever nearer to a comprehension of the great laws, whose expressions it is their business to teach to the growing intelligences of the nation. By all means nourish the nuclei of the mental life, which will thus preserve the vitality of the cytoplasm of society, and protect them from being smothered by it into stagnation and ultimate crystallization.

PROFESSOR WOODROW WILSON delivered an address at the recent sesquicentennial anniversary of Princeton University, which contained pointed reference to the energy displayed by the sciences in the field of thought and education at the present time. This reference not only pointed out what the sciences are not competent to do, but was distinctly uncomplimentary in its allusion to supposed evil-effects on the minds of its cultivators, which he characterized as "noxious gases which issue from the laboratory." Whatever Prof. Wilson's private views may be, his expressions in this address did not include those qualifying words which are in place in dealing with the subject from the point of view which is to our mind the broadest and best. If the sciences do not teach the humanities from the side of the ideal and the esthetic, they enforce them in sterner fashion by an exposition of the nature of necessity. We may also admit, that the humanities are not their field in general; but they are none the less beneficial to thought as well as to practical life on that account. The scientific training appears to us to be of inestimable value, as supplying the habit of orderly thought, which must infallibly lead to the truth in whatever field it may be applied. Let the humanities flourish, but let then not decline the aid of the sciences. Together they constitute a working partnership, which embraces the field of human culture, and gives the mind all sides of reality, which includes not only "sweetness" but "light".

RECENT LITERATURE.

Bailey's Survival of the Unlike.¹—This new book from the facile pen of Professor Bailey consists of essays and papers all of which have been presented elsewhere, and now brought together in accordance with the author's plans. Thus while a collection of essays, it is not without unity. "In making these essays" the author says, "I have constantly had in mind their collection and publication and have, therefore, endeavored to discuss the leading problems associated with the variation and evolution of cultivated plants, in order that the final collection should be somewhat consecutive."

The following quotations from his very suggestive preface will give the reader a general idea of the author's position. "The underlying

¹ *The Survival of the Unlike*, a collection of evolution essays suggested by the study of domestic plants, by L. H. Bailey. New York, The Macmillan Company, 1896, 515 pp., 8vo.